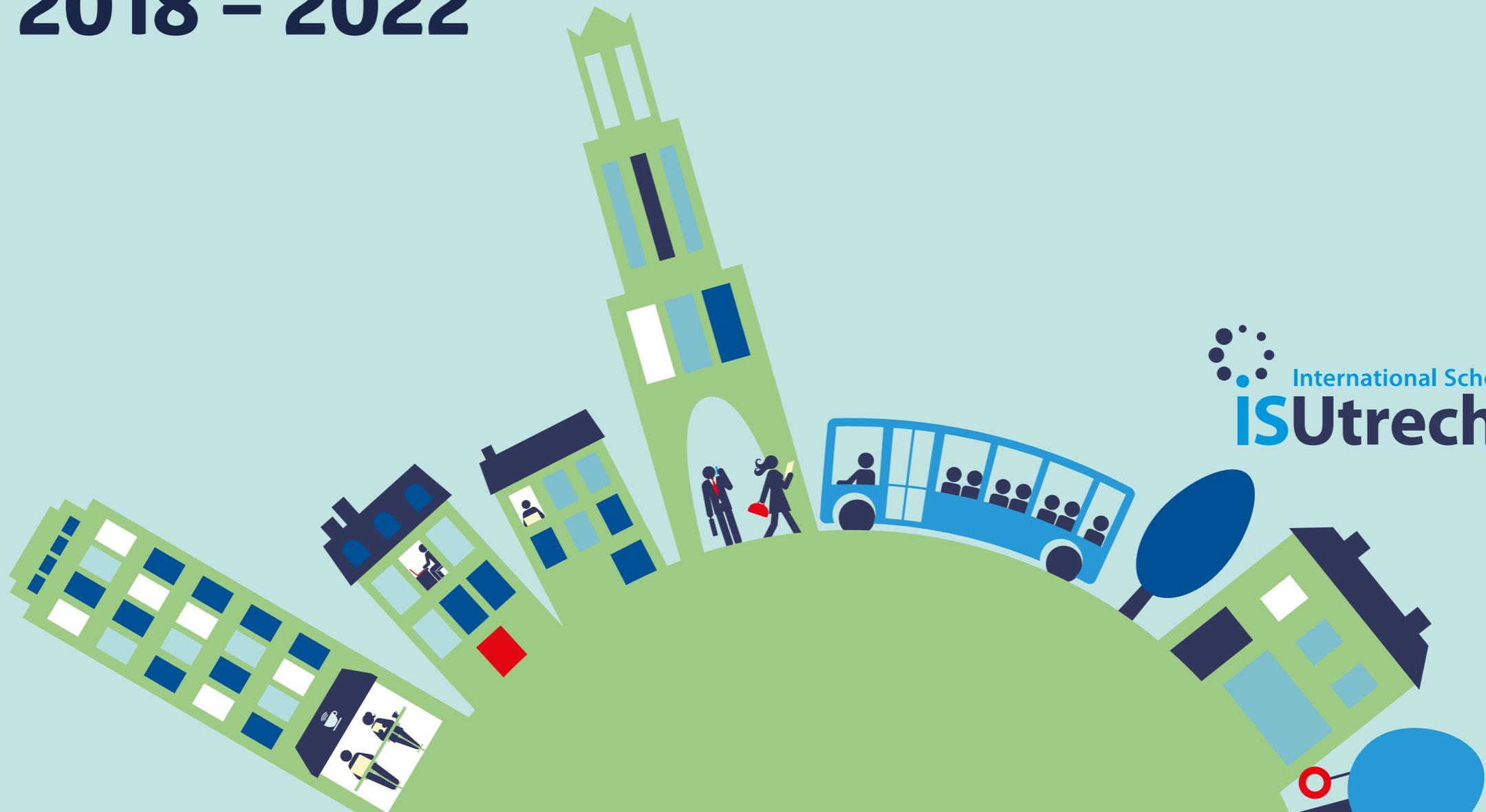


School plan

2018 – 2022



International School
ISUtrecht

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About the International School Utrecht



The school profile

The International School Utrecht (ISUtrecht) is the first official Dutch International School in the Province of Utrecht. It is a co-educational English medium day school for internationally mobile students of all nationalities providing primary and secondary education.

ISUtrecht started in 2012, following an initiative of the City of Utrecht, the Province of Utrecht, Utrecht University and five cooperating school Boards from Utrecht and Hilversum.

Since 2014, the ISUtrecht is governed by two cooperating local school boards: [SPO Utrecht](#) (Stichting Openbaar Primair Onderwijs Utrecht) and [NUOVO](#) (Stichting Openbaar Voortgezet Onderwijs Utrecht). SPO Utrecht is the board for 35 non-denominational primary schools in Utrecht and NUOVO is the board for 10 non-denominational secondary schools in and around Utrecht. The SPO Utrecht and NUOVO work together closely in carrying out their board responsibilities for the two divisions of ISUtrecht. For primary, ISUtrecht is proud to be partners with the [Daltonschool Rijnsweerd](#) and for secondary, with [UniC](#)

secondary school. The mission and vision of the ISUtrecht serves the internationally mobile community in Utrecht and is fully aligned with that of NUOVO and SPO Utrecht.

The ISUtrecht is an IB World School, authorised to teach the International Baccalaureate Primary Years Programme (PYP), Middle Years Programme (MYP) and Diploma Programme (CPD) to students from age 4-18.

ISUtrecht is a member of the Dutch International Schools (DIS), an association in which the state subsidised international schools in the Netherlands work in close cooperation. The Dutch Ministry of Education subsidy enables the school to offer high quality international education at competitive fees.

Enrolment in 2017 was 559 students, 341 students in Primary and 218 students in Secondary, representing over 46 nationalities. It is anticipated that, in the years to come, the ISUtrecht will host approximately 1200 students.

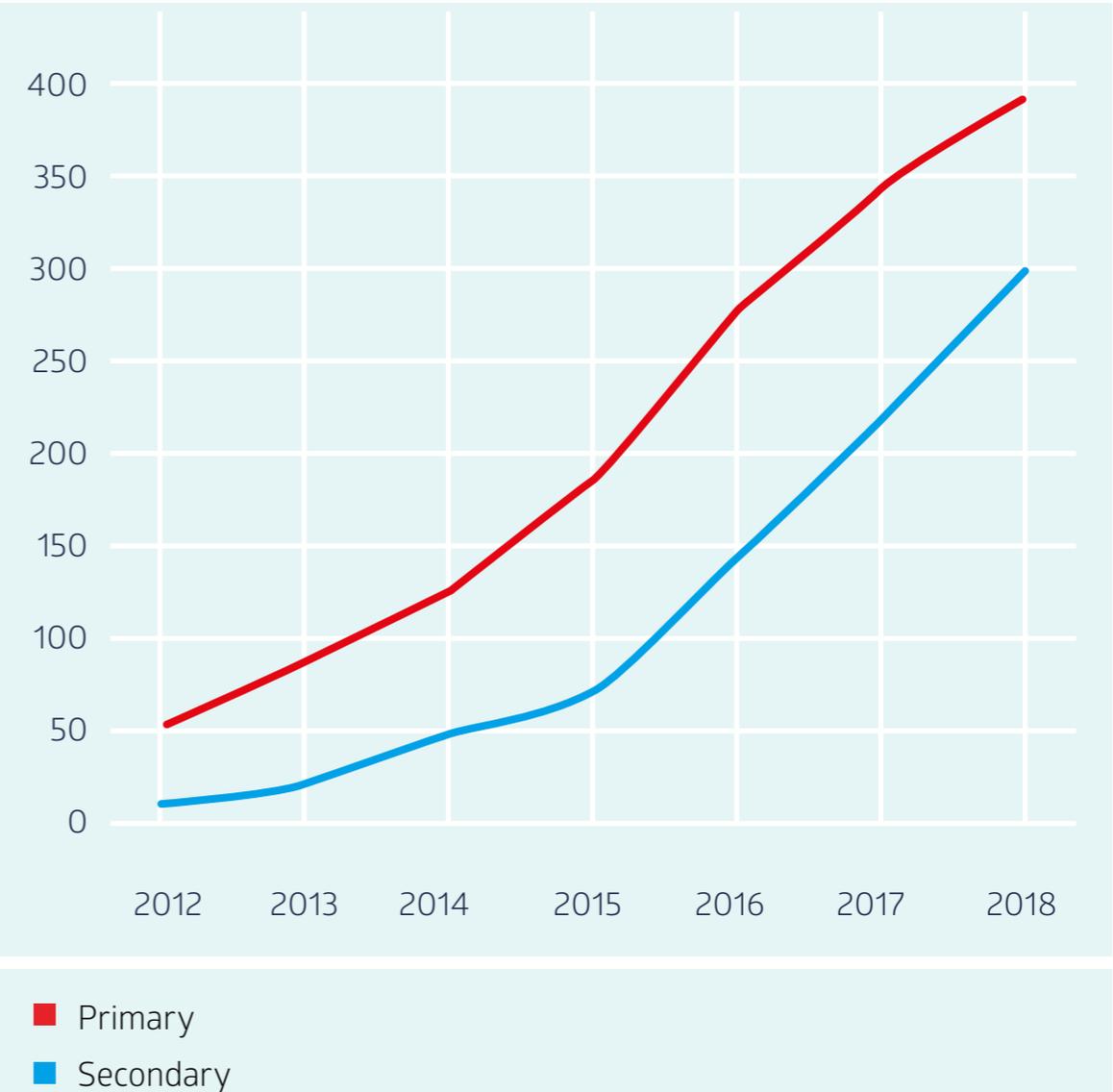
ISUtrecht staff reflects the international profile of the student body and has a wide expertise in both national and international educational systems.

The International School Utrecht is a vibrant international community, supported by an active and welcoming group of parents. As a community school, ISUtrecht is always seeking to strengthen partnerships with local partners, including schools, cultural and educational organisations, as well as providers of extra-curricular activities and childcare. ■

General information

Name of the school	International School Utrecht
Adress Postal code and City	Van Bijkershoeklaan 8 3527 XL Utrecht
Telephone number	030 870 0400
Email	info@isutrecht.nl
Website	www.isutrecht.nl
Head of school Deputy heads of school	Rynette de Villiers Kate Corder and Angela Liu
Brin numbers	Primary 170N01 Secondary 30UB02

Student number growth since 2012



How did this document come about?

This school plan includes the strategic vision for the next four years and was written by the pedagogical leadership team of the school, consisting of the Head of school, Deputy heads and the Programme leaders and in collaboration with the school Division Council. The strategic vision and school plan is approved by the board of the ISUtrecht and aligned with the strategic vision of SPO Utrecht and NUOVO. The school plan is not meant to be a static document. It offers information and guidance as to the future plans of the school. Decision making should generally be informed by, and aligned with, the school's strategic vision. However, the International School Utrecht is always open to new opportunities when they enhance the educational experience of our school community.

» Review cycle: This document will be reviewed in August 2022 ■

Our mission

'A community learning for world citizenship'

The International School Utrecht is an IB World School, offering a complete and connected International Baccalaureate programme for students from 4-18 from diverse international backgrounds. We continuously strive for academic excellence in the delivery of this programme. Our mission statement consists of four equally important pillars.

We are a close-knit and welcoming **community** of students, staff and parents. We all approach life from a different culture and background and with the languages we know. We find each other in our common goal: to create a stimulating learning environment in which everyone feels at home. We strive to be culturally competent; we are grounded in our own cultures, yet curious about others.

We communicate across cultures, using **music** to form strong bonds. That is why we offer an exciting music programme accessible to all students and connected to the rich music tradition of the city of Utrecht.

We give special attention to the **physical and social environment** we learn and work in. We value and care for the natural world and model responsible behaviour. Our learning environment is one in which every person can express themselves safely and freely.

We use technology in an innovative and sensible way to enhance our teaching and learning. We equally appreciate the value of sensory and tactile experiences. We approach **the virtual and real world** as one, behaving consistently as we are moving from one to the other.

We are a community of life-long learners. ■

Vision – implementing our mission

Building a close and culturally competent community

Our students, staff and parents form a welcoming and close-knit community who work together to ensure a stimulating and inquiry based learning environment for our students. In an international community, the parent body sees the school as a meeting place and it often is the first contact they have in their new country.

We are of the opinion that internationally mobile families will enjoy their time in their new country more if they feel more integrated and that learning the host country language can play a big role here. Our school community does not live on an island, we embrace and encourage contact with our local community.

With more than 45 different nationalities within the staff and students in one school, it is essential that we take great care to build the cultural competence of our community, understanding that every person comes with their own cultural heritage and

that we do not avoid or deny the fact that we are different. We embrace these differences and are curious about one another whilst being grounded in our own culture. We know we are successful when we integrate interesting and attractive aspects from other cultures to try out in our own lives.

We nurture the richness of cultural diversity through authentic learning experiences in our curriculum.

What does this mean in practice over the coming years?

- Teaching cultural competence skills to both staff (professional development) and students (as part of the curriculum)
- Students continuing to explicitly connect with the local community through Creativity, Activity and Service (CAS), Service as Action as well as through the curriculum

- Investing in a close knit staff community, both academically and socially
- Supporting initiatives and value constructive feedback from the Parent Support Group (PSG) and the Division Council (DC)
- Investing in a physical space for our parent community to meet
- Continuing to develop secondary school trips and exchange programmes
- Staff actively taking a role within the international community in the NL (DISS and DIPS)
- Actively finding ways to connect with the community at Utrecht Science Park in anticipation of our move in 2022
- Continuing to develop the mother-tongue classes and extending the number of languages in both primary and secondary

Building a strong art department with special focus on an exciting and extensive music programme accessible to all students

The school offers a broad and high-quality arts curriculum to students of all ages. The combination of drama, visual arts and music enables students to experience the enjoyment of being on stage regularly and with high quality productions. The school has a close cooperation with TivoliVredenburg in the form of a very successful “young composer’s project” and different classes perform regularly at venues such as care homes for the elderly as part of their curriculum.

“All students should have the opportunity to experience music either as a performer or a listener!”

This is our motto as we build the ISUtrecht Music Academy. In addition to music classes, we are building a music academy for talented and interested young musicians. This means that students are able to study an instrument or take up vocal training with a professional in and around school time, using

school facilities. There is ample opportunity to audition for the primary school choir, the secondary vocal ensemble, school orchestra or enroll in one of our guitar groups. Students are offered open stage events to share their special talent with the school community.

What does this mean in practice over the coming years?

- Offering music classes as part of the curriculum for all year levels in PYP and MYP
- Investing and develop the individual instrumental programme in and around school time
- Investing in two school orchestras. One for beginners and one for advanced students
- Continuing to develop the after-school activities, primary choir and secondary vocal ensemble and the guitar group, as well as the school orchestras

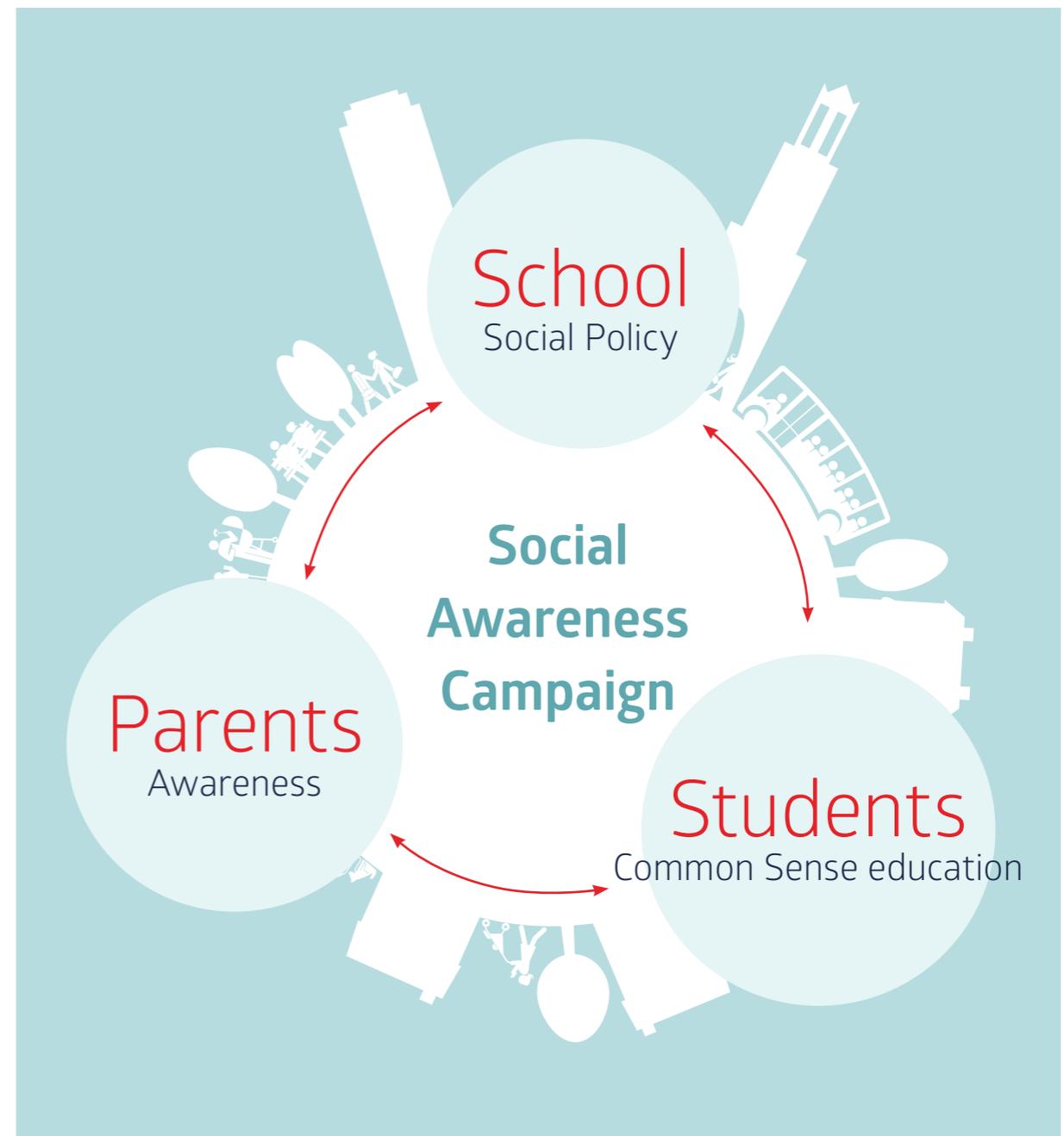
- Encouraging Diploma Programme and grade 10 students to take leadership in music activities such as a rock band or acapella group
- Making music an integral part of most school wide events for example: grade 10 Celebration and/or PYP Exhibition
- Supporting staff through professional development opportunities to develop authentic musical connections to the curriculum
- Setting up music as a IB Diploma subject or find an alternative academic route for DP students who would like to continue with music
- Offering students more opportunities for public performances such as the school musical performance, continuation of the annual Artburst project and visual art exhibitions

Creating a safe and sustainable social and physical work and learning environment

The physical and social environment we work and learn in, is important to us. We value the natural world we live in, model responsible behaviour, and support our students to make sustainable choices. Students are encouraged to investigate the natural world and to take care of it, through the curriculum, but also through after school clubs and societies.

Our social environment is one in which we respect the people around us, where every person feels confident and safe, and is encouraged to be themselves. Being part of an international community means we respect one another's cultures and celebrate diversity. Students, staff and parents form a strong triangle to ensure that issues around social safety are resolved effectively.

The staff and parent community agree to provide learning moments both at school and at home during which individuals can acquire the tools to become assertive, yet empathetic young adults so that they are equipped to take part in the world around them successfully.



What does this mean in practice over the coming years?

- Investing in the physical environment of both the temporary and new campus
- Introducing a school wide child protection policy, supporting practices that ensure a safe physical and emotional environment for our students
- Continuing to invest in a stimulating work environment for staff with the facilities to support their teaching optimally. This is particularly relevant as we plan the new school campus
- Continuing with the Council of International Schools (CIS) accreditation process which supports the operational side of the school
- Actively taking part in environmental projects, like the Energy Challenges

- Investing in broader student support in staff roles and the secondary mentor programme
- Fostering a growth mindset through information sessions with parents as well as for students through the curriculum

Guarding the balance between the high-level technology and what is real and tangible

We empower our students to become responsible and engaged global citizens, understanding that we should approach the virtual and real world as one.

At ISUtrecht we consider technology to be a tool we use to enhance teaching. We expect our teachers to be technologically skilled, to use technology in an innovative and sensible way in the school, providing students with ample opportunity to learn to use a wide variety of hardware and software from an early age. We facilitate technology professional development opportunities for our staff, differentiating between the various levels and needs. Computer technology is not a stand-

alone subject. The curriculum is integrated within the regular subjects. Our written technology curriculum helps us to understand and guide what a student learns at which moment, from whom and how.

We guard the balance between real-life experience in a world increasingly run by technology. Helping our teachers and staff to further develop character traits like flexibility, empathy, creativity and authenticity is of great value to us. In turn, we like to see these attributes develop in our students. In addition to this, we find it important that students have an appreciation for tactile experiences. To see, feel, hear, taste and smell are wonders we want our community to cherish and hone by keeping in touch with what is real.

We acknowledge the fact that we have to help our students to find the balance between being active in the virtual world whilst remaining grounded in the real world through our senses. It is all about balance for us.

What does this mean in practice over the coming years?

- Further developing and implementing the school wide digital wellness policy
- Teaching digital wellness as part of ATL (Approaches to Teaching and Learning). This way it is embedded in the curriculum
- Implicitly and explicitly connecting the real and virtual world in all we do
- Keeping the balance explicitly in the curriculum by introducing units which include tactile experiences (for example gardening) ■

Governance and partnerships



SPO Utrecht and NUOVO

ISUtrecht is governed by two cooperating local school boards: SPO Utrecht (Stichting Openbaar Primair Onderwijs Utrecht) and NUOVO (Stichting Openbaar Voortgezet Onderwijs Utrecht). SPO Utrecht is the board for 35 non-denominational primary schools in Utrecht and NUOVO is the board for 10 non-denominational secondary schools in and around Utrecht. The SPO Utrecht and NUOVO work together closely in carrying out their board responsibilities for the two divisions of ISUtrecht.

Members of the Dutch International Schools (DIS) are all affiliated to a national school. For primary, ISUtrecht is proud to be partners with the Daltonschool Rijnsweerd and for secondary, with UniC secondary school. ■

Municipality and Province

The International School Utrecht was founded in 2012, following an initiative of the municipality of Utrecht, the Province of Utrecht and Utrecht University. The ISUtrecht is an active partner in the Utrecht International Talent community and as such works closely with the municipality and the city of Utrecht to create a welcoming and inviting environment where our international mobile community can settle easily. As a Dutch International School falling under state provision, it is the municipality of Utrecht that takes responsibility for the accommodation of the ISUtrecht.

The permanent building will be constructed in partnership with the municipality of Utrecht and University of Utrecht and is aimed to be ready in August 2022. ■

DIS

ISUtrecht is a member of the Dutch International schools (DIS), a group of over twenty schools providing partly state subsidised, internationally oriented primary and/or secondary education, known in Dutch as Internationaal Geörienteerd Onderwijs.

This Dutch government initiative was established in the 1990's to offer state financed educational provision to help meet the needs of the expatriate community. The subsidy allows the Dutch International Schools to offer high quality international education at competitive costs.

Being an official Dutch International School means ISUtrecht is accountable to the Dutch Ministry of Education regarding the quality and provision of its educational programmes. ■

KNM Kind&Co

The after school care (in Dutch buitenschoolse opvang - BSO) for ISUtrecht students is facilitated by childcare organisation KNM Kind&Co. They run after school club Anne Frank for students aged 4-7 and after school club Worldtravelers for students aged 8-12.

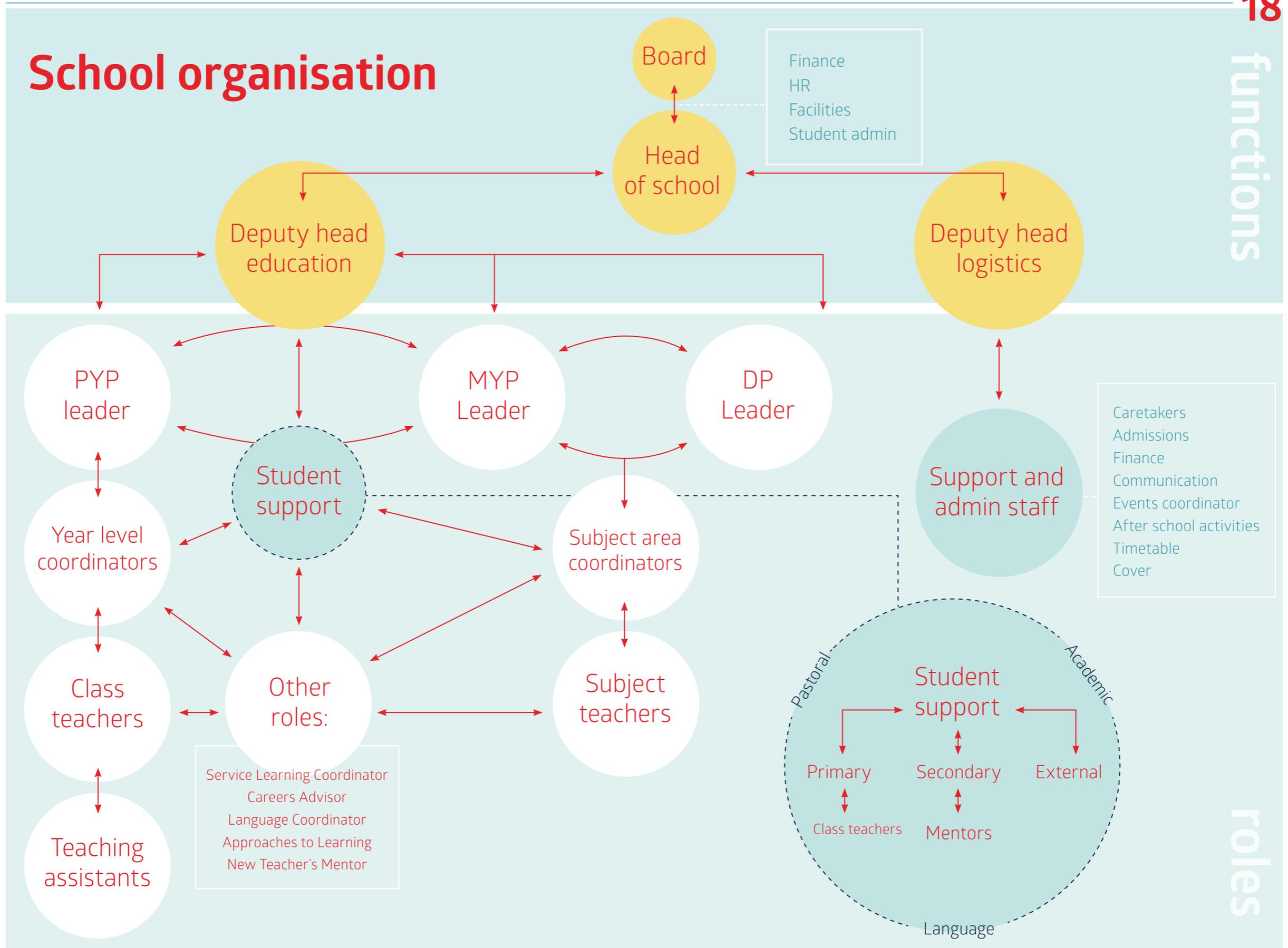
BSO Anne Frank is located in the Anne Frank primary school on the same road as ISUtrecht. BSO Worldtravelers is located in UniC secondary school, next door to ISUtrecht. Kind&Co staff members collect the students from ISUtrecht and walk with them to their BSO.

In addition to after school care, Kind&Co also offers play mornings for toddlers, aged 2-4 at Playgroup Kitty, which is also located in the Anne Frank school. During the toddler mornings, there is both free play and more structured play, preparing the children to start school at the age of 4. Children from several local primary schools use the BSO Anne Frank and Worldtravelers. Playgroup Kitty is also open to international and Dutch families. ■

School organisation

functions

roles



Division council (DC) and the Parent Support Group (PSG)

ISUtrecht has a Division Council (Medezeggenschapsraad) that conforms to the Dutch participatory model for schools, in which staff, parents and students have a voice and play an advisory role for certain areas of school vision and planning. Three parents, four staff members and a senior student form the DC. All members are elected. Rynette de Villiers (Head of school) attends meetings as a representative of the school board and in an advisory capacity. For more information, please view the [ISUtrecht Division Council Regulations](#).

The Parent Support Group consists of representative parents from the whole school community who are actively involved in school life. They form a close-knit community that organises events and activities for parents, but also supports the school with in-school activities. The PSG acts as an informal sound-board for the school. The school, DC and PSG collaborate constructively to create the best possible learning environment for the whole community. ■

Learning



The International Baccalaureate curriculum

The International School Utrecht is an IB World School, offering a complete and connected International Baccalaureate programme. The International Baccalaureate (IB) – established more than 50 years ago – is a non-profit educational foundation, motivated by its mission, focused on the student.

‘The IB offers an education for students from age 3 to 19, comprising of four programmes that focus on teaching students to think critically and independently, and how to inquire with care and logic. The IB prepares students to succeed in a world where facts and fiction merge in the news, and where asking the right questions is a crucial skill that will allow them to flourish long after they’ve left our programmes. The ISUtrecht staff is supported by IB teachers and coordinators who develop and promote the IB’s curriculums in almost 5,000 schools globally every day, in over 150 countries around the world.’

» reference: <http://www.ibo.org/about-the-ib/>

The IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The IB Learner Profile

Central to the IB programmes is the IB Learner Profile, which is the IB mission translated into ten positive characteristics that will support students in being successful both during and beyond their school careers.

IB Primary Years Programme

The International Baccalaureate Primary Years Programme (PYP) is aimed at students aged 4-11. The programme is designed to foster the development of the whole child as a thinker and inquirer, both in the classroom and in the world outside.

The PYP endeavours to develop internationally-minded students. We encourage students to become life-long learners and equip them with the academic and life skills to enable them to actively choose to be world citizens. Teachers from IB schools in various parts of the world explain the PYP in this clip.

The PYP strongly promotes constructivist, conceptual and inquiry-based learning whereby learners are allowed to explore their own questions and construct new knowledge and transfer these ideas to a conceptual level of understanding.

Traditional academic subjects are part of the programme, however, we teach them in multi or interdisciplinary lessons under transdisciplinary themes. This way we emphasise the interrelatedness of knowledge and skills. ■

IB Middle Years Programme

The International Baccalaureate Middle Years Programme (MYP) provides students with a framework of learning that encourages students to become creative, critical and reflective thinkers. The IB MYP is designed for students aged 11-16 (grades 6-10). The Programme encourages students to make meaningful connections between their learning and the real world.

‘think outside of the box’

The MYP is academically rigorous. It challenges the students and develops their ability to ‘think outside of the box’, preparing them for the Diploma Programme and ultimately university placement. IB students and teachers from schools all over the world explain the MYP in this film.

Not only does the MYP foster the development of skills for communication, intercultural understanding and global

engagement, it also provides students with opportunities to develop the knowledge, attitudes and skills they need to manage complexity and take responsible action for the future. ■

IB Diploma Programme

The International Baccalaureate Diploma Programme (DP) is designed for students aged 16-19. It is a unique curriculum, not based on the pattern of a single country, but a deliberate compromise between the specialisation required in some national systems and the breadth of learning preferred in others.

It is an academically challenging and balanced programme, addressing the intellectual, social, emotional and physical well-being of students, and is respected by universities across the globe.

Students who successfully complete the IB Diploma Programme demonstrate a strong commitment to learning, both in terms of their mastering of a range of subjects and in their development of skills and disciplines necessary

for success in our competitive, global world. Students and educators from IB schools around the globe, explain the DP in this film. ■

Language Learning

All teachers at ISUtrecht are considered language teachers – with a special responsibility to recognise and support each and every aspect of language learning. This involves learning a language, learning about language, and learning through languages. It also encompasses using language as a tool to think, discuss and reflect on information, ideas and issues.

Within the ISUtrecht community, we are responsible for the language learning and development of the students, so all students will be:

- successful in English, having full access to the academic language
- able to communicate in Dutch with confidence and functionality at their own level, with the aim to participate in Dutch culture
- encouraged to develop their mother tongue

- balanced multi-linguals with well-developed cognitive and language skills

Our aim is that secondary students who complete the language programme at ISUtrecht will be fluent in at least one other foreign language other than English.

English Language Acquisition (ELA)

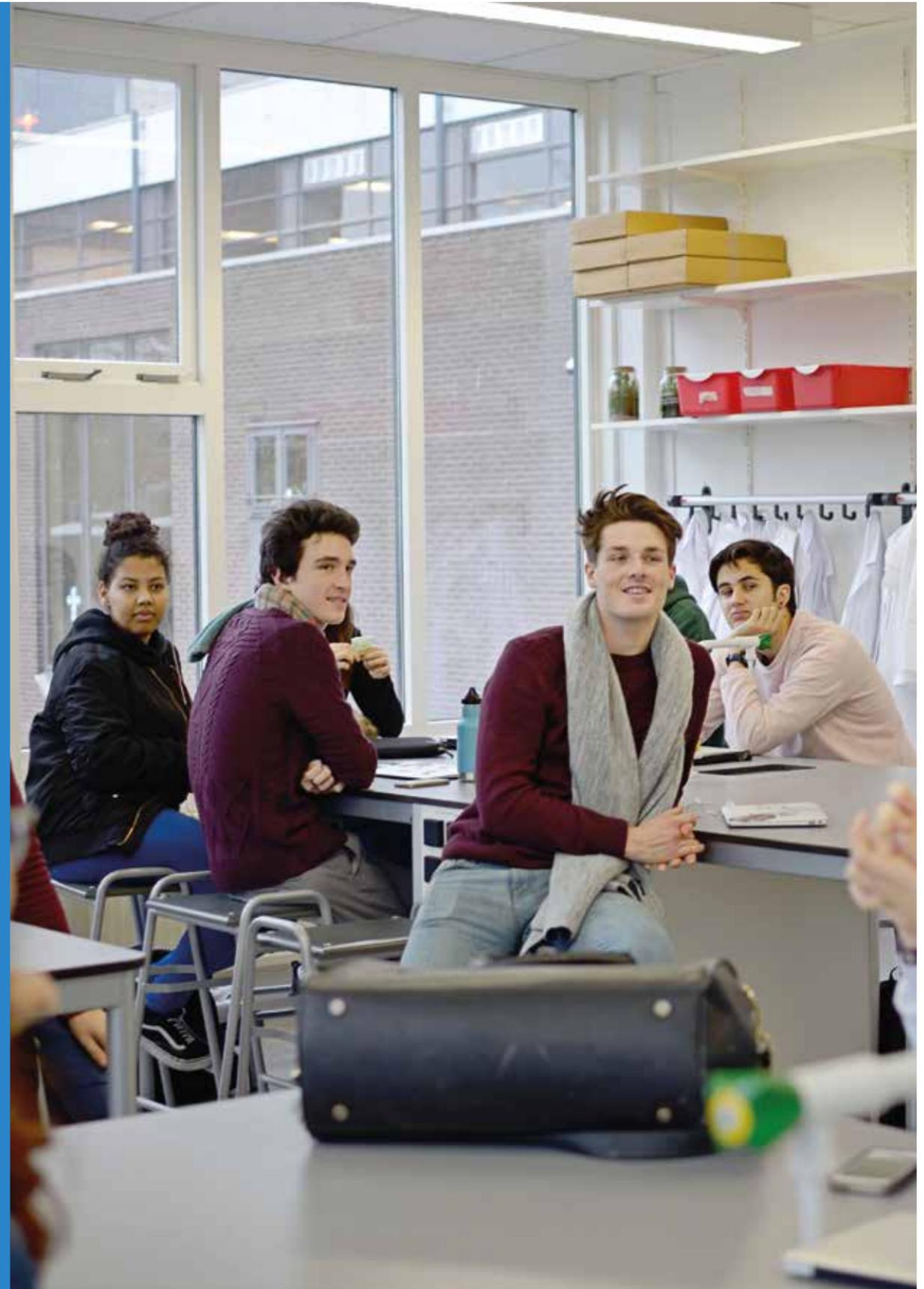
English is the language of instruction at ISUtrecht. A significant number of our students come from multilingual households. Some of them arrive at ISUtrecht speaking a language other than English. They need assistance in order to learn English proficiently as an additional language.

In primary, the specialists in the English Language Acquisition department work in close collaboration with class teachers to provide support for all students who are still acquiring English. They receive support according to their needs and their English proficiency. The ELA programme is designed to help students participate fully in the social and academic aspects of our school. This means ELA students are challenged academically in the same curriculum as their peers.

Beginning English Language Acquisition students are accepted into the MYP for grades 6, 7 and 8 only. These ELA students will take part in an immersion programme. This means ELA students are challenged academically in the same curriculum as their peers.

From grade 9 onwards, students will need to have an appropriate level of English to access the curriculum and there will be English testing prior to acceptance into the programme. Acceptance is under the school's discretion and deciding factors will include the applicants' English language test results, grade level, and previous academic grades. Admissions testing will include reading comprehension with written responses, and sometimes an interview. Very careful consideration is given to the acceptance of students without proficiency in grade 9 and 10, and acceptance is conditional upon additional external ongoing English tuition. For more information about Mother Tongue, Host Country Language, Language Acquisition and Language and Literature, please see the [ISUtrecht Language Policy](#). ■

Quality control



Internal

The ISUtrecht school board meets regularly with the Head of school to discuss the school's progress. The school board visits the school on an annual basis. During this visit, the board attends lessons and meets with a representative group of staff. In addition, the supervisory board (RvT) from both NUOVO and SPO Utrecht School board also visits once per year. The supervisory board also meets with the school Division Council annually.

There is an annual assessment cycle in place with the aim to identify the professional support a staff member may need to progress as an educator.

The school leadership encourages staff to attend each other's lessons and create opportunity to share good practice. We foster a culture of constructive feedback and value the educator's ability to reflect on an experience and use it to inform teaching and learning. ■

External - Benchmarking tools in primary

There are two external benchmarking tests used in Primary. These tests are used to inform teaching and assessment and when necessary, to inform the support plans for gifted students or students who need extra academic support.

The Cognitive Abilities Test is administered in grades 2 and 5 and is used as a check to locate learning gaps and to monitor teaching and learning in the school. The grade 5 test data can also be used as a check for readiness, is a particular student ready for secondary school. This test is also used as an additional set of data when screening a student for support, be it remedial teaching or extension.

PM Benchmarking is used in grades 1 - 3 as an extra set of data to monitor reading comprehension and decoding skills. This test is administered at the beginning of the school year as a benchmark for the class and can be administered at any time throughout the year to confirm teacher observations and assessments or when deemed necessary by a staff member. ■

External - International Baccalaureate (IB)

ISUtrecht is an IB continuum world school. This means that the school is accredited by the IB to offer three academic programmes, the IB Primary Years Programme (PYP), the IB Middle Years Programme (MYP) and the IB Diploma Programme (DP). The IB has a rigorous quality control cycle that includes a three-day visit to the school every five years for each of the programmes. In order to meet the accreditation criteria, the school invests significantly in staff professional development. The school encourages and supports staff to become part of the IB network, which helps them to share good practice and keep up with developments in international education.

MYP External Assessment

Students in their final year of the MYP take part in an international IB MYP external assessment. The assessment consists of a combination of portfolio-style assessments and online assessments. This process was introduced in 2015 and ISUtrecht is currently piloting a number of subjects. Once we are assured that the process works well and our staff have had the professional development to

support our students optimally, MYP external assessment will become a structured part of assessment at the school.

In addition to external assessments, educators upload samples of their work in all subject areas, annually, for external feedback from IB educators. This feedback is used to inform teaching and learning in the following academic year.

DP External Assessment

Students in their final year of the DP take part in an international IB DP examination and assessment along with all other DP students around the world. The final assessment process consists of an internal assessment part, which involves (in-school) student work in all subjects. This work is uploaded onto the IB system for external evaluation. In May of each academic year, the DP students sit a written exam in all subjects except for Visual Arts which is assessed based on other components. These exams are also evaluated externally. ■

Council of International Schools (CIS)

ISUtrecht is a member of the Council of International Schools (CIS) and currently in the process to be fully accredited. The CIS is an international organisation which accredits schools based on their operational processes. Where the IB looks towards the curriculum, CIS accreditation supports schools through a process of self-evaluation to improve their operational processes and meet a high set of standards regarding student emotional and physical safety. ■

Dutch inspection

As a partly state subsidised Dutch International School, ISUtrecht is evaluated by the Dutch inspection, held against the same standards as Dutch national schools. ■

Learning support and social wellness



ISUtrecht has a personalised approach to learning, and this is achieved through our communicative and pro-active staff and a well-designed support structure.

Admission to ISUtrecht is inclusive and we admit students with mild to moderate learning needs, in such cases that the school feels confident that it can provide optimally for the student's care and education, without negatively impacting the safety or learning experience of other enrolled students. Once a student is accepted to the school, the staff are committed to guide and assist the student with any learning difficulties, where possible, to ensure equal access to the curriculum.

The support structure is designed to provide support to students with learning and medical needs. The school's Student Support Coordinator (SSC), support assistants and teachers meet frequently, ensuring the school has a responsive approach to individual students.

When a problem arises, the SSC is notified and ISUtrecht's concerns procedure begins. This procedure is comparable with the Dutch cycle of 'Handelingsgericht Werken'. This is

a whole school process, which includes the teachers, SSC, English Language Acquisition specialists, leadership, and parents.

The SSC is linked to many outside school services (professionals, Dutch agencies) to support the students. Additionally, the SSC is linked to a school counsellor, who is the school's specialist external advisor. The school counsellor advises the SSC on testing procedures and also prepares recommendations for support.

Please see the [ISUtrecht Learning Support Policy](#) for more detailed information.

The ISUtrecht [Social Wellness Policy](#) clearly demonstrates that the school community does not accept bullying at ISUtrecht and will tackle any bullying issues by predefined steps and actions. Please also see the [Reporting Code for Child Abuse and Domestic Violence](#). ■

Admissions



ISUtrecht offers primary and secondary education in an English speaking environment. The school welcomes applications from students from all over the world, who can demonstrate a need for international education.

Students qualify for placement at the International School Utrecht if:

- the student has a non-Dutch nationality/is a foreign passport holder and one of the parents/legal guardians is temporarily employed in the Netherlands
- the student has a Dutch nationality and has lived and gone to school abroad for at least two years because one of the parents/legal guardians was stationed abroad.
- the student has a Dutch nationality and has a parent/legal guardian (with whom the student will be living) who will be stationed abroad within two years and for at least two years. This is to be proven by a written statement of intent by the parent (in case of own company), or the employer.

For detailed information please see the [ISUtrecht Admissions Policy](#). ■

An enthusiastic
and
knowledgeable
team



Staff profile

Staff appointed to the International School Utrecht are well-qualified professionals committed to international education in general and to ISUtrecht's ethos and mission in particular. Teaching staff have sound academic qualifications in their area of expertise.

All staff actively subscribe to the educational philosophy of ISUtrecht and its role in the local and wider community.

ISUtrecht aims for a diversity of nationalities in its staff team and particularly appoints staff with a passion to commit themselves to the development of the school and to teamwork. All staff should demonstrate a commitment to the school as a learning and living community.

As with all subsidised international (IGVO) schools in the Netherlands, the ISUtrecht staff is part of two Dutch school organisations. NUOVO is the umbrella organisation for secondary staff and SPO Utrecht is the umbrella organisation for primary staff.

The administrative staff falls under the Stichting Internationale School Utrecht. ■

Professional development

Types of professional development:

- curriculum related professional development (IB and subject related)
- special educational needs and learning support
- organisational professional development (systems like ManageBac etc)
- leadership professional development
- professional skills (time management, communication)

Each staff member is responsible for the development of a "personal professional development plan" – to be presented by the staff member at the annual individual assessment meeting. Progress and new agreements are in the assessment report. The decisions on facilitating the funding of PD for a staff member are at the discretion of the leadership of the school.

These decisions are based on the following:

- does the professional development serve a need for the current or future role of the staff member in the school?

- is it possible within the school professional development budget?
- is it in line with the professional career expectations of the staff member? ■

Staffing towards the academic programme - recruitment

Recruitment of teachers, programme leaders, coordinators and support roles is based on the need of the school and is undertaken by the school leadership team. When recruiting, the school always keeps in mind the staff profile (see above). In addition to the profile, we consider:

- appropriate qualifications for the vacancy
- native or near native English speakers. In case of a language (Spanish or Dutch) vacancy, the school is looking for a native speaker
- International Baccalaureate experience is preferred or the candidate should demonstrate the aptitude to learn the programme
- diversity/balance within the staff. (gender, experience and culture)
- cultural competence of the candidate

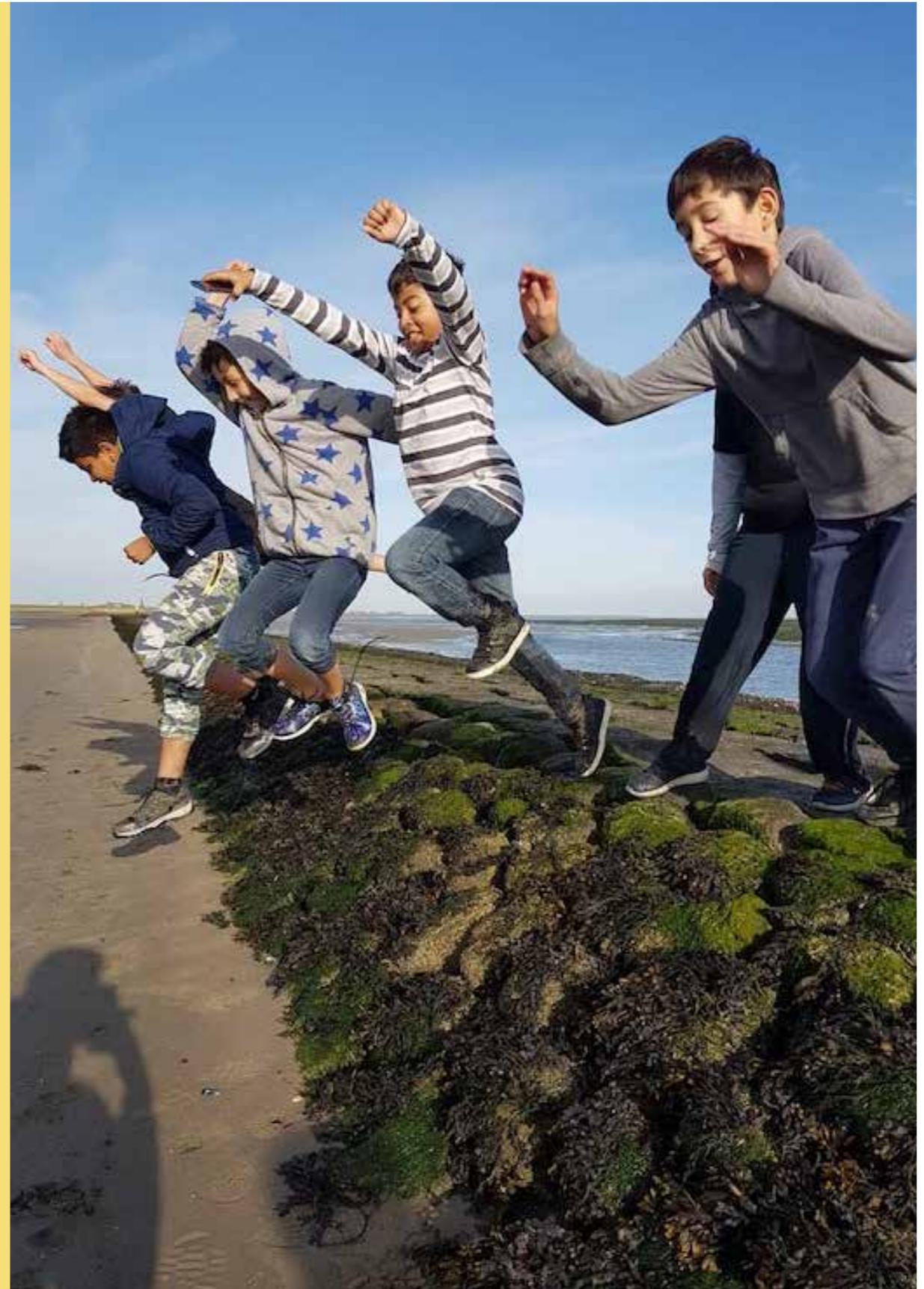
Staff assessment cycle

The annual individual staff assessment cycle of ISUtrecht is primarily aimed at improving and maintaining the quality of education. In addition, it is used as a tool to set out a professional development path for each staff member, with the goal to provide constructive feedback and support individuals as they grow as educators.

In the first half of the academic year, each staff member invites his/her Programme coordinator to a lesson. The coordinator will provide written feedback on the lesson to the teacher and will share the outcome with the management team. In general, new staff are observed towards the end of the cycle in order to give them more time to adjust.

In the second part of the year, the Head/Deputy head of school does a class visit with each teacher. This time, the visitor selects the lesson. The teacher is invited to a meeting with the Head of school to discuss his/her progress over the past year. The meeting is based on information from the two class visits. ■

Official complaints procedure



The staff and leadership at ISUtrecht endeavour to support our community the best we can. If you do, however, have a complaint, you can expect the school to deal with it swiftly and professionally.

Possible complaint topics could include: student support and other educational topics, application of punitive measures, student assessment, sexual harassment, discriminatory, aggressive or violent behaviour.

It is advisable to initially address the complaint to the staff member involved. Students can also address their complaints to their mentor. If the advised route does not lead to a solution of the complaint, it can be discussed with the relevant Programme leader, the Head, or Deputy head of the school.

The [official complaints procedure ISUtrecht](#) describes the process of filing an official complaint in detail. ■

International School
ISUtrecht
www.isutrecht.nl

